

Laurens Middle

1035 W. Main St.
Laurens, SC 29360

Grades 6–8 Middle School

Enrollment 402 Students

Principal Rhett Harris 864–984–2400

Superintendent Edgar C. Taylor, Ed.D. 864–984–3568

Board Chair Rev. Charlie Short 864–681–3664

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	32	17	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Good	Average	No
2005	Average	Unsatisfactory	No
2006	Average	Below Average	No

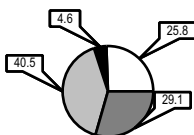
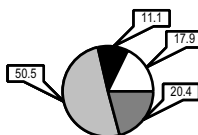
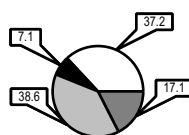
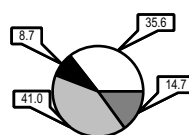
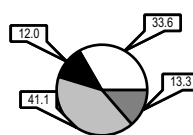
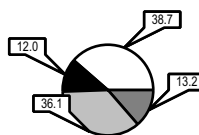
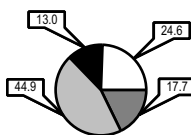
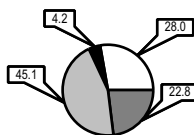
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	97.4
English 1	N/A	91.1
Biology 1/Applied Biology 2	N/A	55.5
Physical Science	N/A	50.4
All Subjects	N/A	94.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	387	100.0	25.8	40.5	29.1	4.6	42.7	Yes	Yes
Gender									
Male	175	100.0	32.1	40.6	23.6	3.6	35.2	N/A	N/A
Female	212	100.0	20.7	40.4	33.5	5.4	48.8	N/A	N/A
Racial/Ethnic Group									
White	223	100.0	14.5	40.7	37.4	7.5	56.5	Yes	Yes
African American	151	100.0	42.7	39.9	16.8	0.7	22.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	100.0	27.3	45.5	27.3	0.0	36.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	335	100.0	19.1	42.9	32.6	5.3	48.0	N/A	N/A
Disabled	52	100.0	69.4	24.5	6.1	0.0	8.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	387	100.0	25.8	40.5	29.1	4.6	42.7	N/A	N/A
English Proficiency									
Limited English Proficient	12	100.0	30.0	50.0	20.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	375	100.0	25.7	40.2	29.3	4.7	43.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	191	100.0	41.5	40.9	15.9	1.7	23.3	No	Yes
Full-pay meals	196	100.0	11.5	40.1	41.1	7.3	60.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	387	100.0	17.9	50.5	20.4	11.1	45.1	Yes	Yes
Gender									
Male	175	100.0	20.0	47.3	20.0	12.7	47.3	N/A	N/A
Female	212	100.0	16.3	53.2	20.7	9.9	43.3	N/A	N/A
Racial/Ethnic Group									
White	223	100.0	10.7	47.2	27.1	15.0	57.5	Yes	Yes
African American	151	100.0	28.7	57.3	9.1	4.9	25.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	100.0	18.2	27.3	36.4	18.2	54.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	335	100.0	12.2	52.7	22.6	12.5	49.8	N/A	N/A
Disabled	52	100.0	55.1	36.7	6.1	2.0	14.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	387	100.0	17.9	50.5	20.4	11.1	45.1	N/A	N/A
English Proficiency									
Limited English Proficient	12	100.0	20.0	40.0	30.0	10.0	40.0	I/S	I/S
Non-Limited English Proficient	375	100.0	17.9	50.8	20.1	11.2	45.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	191	100.0	27.3	54.5	10.8	7.4	31.3	Yes	Yes
Full-pay meals	196	100.0	9.4	46.9	29.2	14.6	57.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	387	100.0	37.2	38.6	17.1	7.1	24.2
Gender							
Male	175	100.0	36.4	35.2	18.8	9.7	28.5
Female	212	100.0	37.9	41.4	15.8	4.9	20.7
Racial/Ethnic Group							
White	223	100.0	23.8	41.6	25.7	8.9	34.6
African American	151	100.0	58.0	34.3	4.2	3.5	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	100.0	27.3	36.4	18.2	18.2	36.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	335	100.0	32.3	41.7	18.2	7.8	26.0
Disabled	52	100.0	69.4	18.4	10.2	2.0	12.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	387	100.0	37.2	38.6	17.1	7.1	24.2
English Proficiency							
Limited English Proficient	12	100.0	40.0	40.0	10.0	10.0	20.0
Non-Limited English Proficient	375	100.0	37.2	38.5	17.3	7.0	24.3
Socio-Economic Status							
Subsidized meals	191	100.0	53.4	30.7	9.1	6.8	15.9
Full-pay meals	196	100.0	22.4	45.8	24.5	7.3	31.8

Social Studies							
All Students	387	100.0	35.6	41.0	14.7	8.7	23.4
Gender							
Male	175	100.0	33.9	39.4	17.0	9.7	26.7
Female	212	100.0	36.9	42.4	12.8	7.9	20.7
Racial/Ethnic Group							
White	223	100.0	25.7	42.5	21.5	10.3	31.8
African American	151	100.0	51.0	38.5	5.6	4.9	10.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	100.0	27.3	45.5	0.0	27.3	27.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	335	100.0	30.4	43.6	16.6	9.4	26.0
Disabled	52	100.0	69.4	24.5	2.0	4.1	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	387	100.0	35.6	41.0	14.7	8.7	23.4
English Proficiency							
Limited English Proficient	12	100.0	40.0	50.0	0.0	10.0	10.0
Non-Limited English Proficient	375	100.0	35.5	40.8	15.1	8.7	23.7
Socio-Economic Status							
Subsidized meals	191	100.0	50.6	34.7	6.8	8.0	14.8
Full-pay meals	196	100.0	21.9	46.9	21.9	9.4	31.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	27.6	40.0	26.9	5.5	32.4
	7	129	100.0	31.4	42.4	23.7	2.5	26.3
	8	145	100.0	15.7	62.9	20.0	1.4	21.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	137	100.0	23.0	31.1	39.3	6.7	45.9
	7	147	100.0	29.2	46.0	21.9	2.9	24.8
	8	103	100.0	25.0	45.8	25.0	4.2	29.2
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	11.0	50.3	26.2	12.4	38.6
	7	129	100.0	30.5	39.8	22.9	6.8	29.7
	8	145	100.0	20.7	57.1	17.1	5.0	22.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	137	100.0	13.3	45.9	25.2	15.6	40.7
	7	147	100.0	21.9	54.0	14.6	9.5	24.1
	8	103	100.0	18.8	52.1	21.9	7.3	29.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	42.8	35.2	14.5	7.6	22.1
	7	129	100.0	39.0	37.3	13.6	10.2	23.7
	8	145	100.0	36.4	45.7	15.7	2.1	17.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	137	100.0	43.7	34.8	18.5	3.0	21.5
	7	147	100.0	33.6	38.7	17.5	10.2	27.7
	8	103	100.0	33.3	43.8	14.6	8.3	22.9
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	153	100.0	40.0	39.3	9.7	11.0	20.7
	7	129	100.0	44.9	30.5	17.8	6.8	24.6
	8	145	100.0	31.4	57.1	7.9	3.6	11.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	137	100.0	29.6	46.7	16.3	7.4	23.7
	7	147	100.0	40.9	40.1	8.8	10.2	19.0
	8	103	100.0	36.5	34.4	20.8	8.3	29.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 402)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	18.0%	16.7%
Retention rate	3.3%	Down from 3.5%	2.7%	2.5%
Attendance rate	95.7%	Down from 95.9%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.3%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.8%	0.1%	1.0%
Eligible for gifted and talented	14.7%	Up from 13.8%	20.1%	15.6%
On academic plans	48.1%	N/AV	37.3%	39.9%
On academic probation	0.0%	N/AV	0.3%	0.7%
With disabilities other than speech	11.4%	Up from 11.1%	12.3%	12.4%
Older than usual for grade	10.2%	Up from 8.3%	4.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.7%	0.6%	0.9%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	46.2%	Up from 33.3%	51.5%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	6.6%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	3.9%	5.6%
Teachers returning from previous year	77.4%	Up from 76.0%	87.8%	84.6%
Teacher attendance rate	96.2%	Up from 95.8%	94.9%	94.8%
Average teacher salary	\$39,144	Up 3.1%	\$42,728	\$42,267
Prof. development days/teacher	17.3 days	Up from 10.9 days	12.3 days	11.9 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 23.2 to 1	22.2 to 1	21.1 to 1
Prime instructional time	90.7%	Down from 91.2%	89.7%	89.0%
Dollars spent per pupil*	\$4,943	Down 5.5%	\$6,205	\$6,243
Percent of expenditures for teacher salaries*	56.1%	Down from 58.5%	60.4%	59.8%
Percent of expenditures for instruction*	58.6%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.2%	99.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-06 school year was highlighted by the creation of a new strategic plan that was part of a guided self-study report overseen by the Southern Association of Colleges and Schools (SACS). Goals, strategies, and action plans designed to move our school forward in the areas of curriculum and instruction, school climate, and teacher and administrator quality were contained in this report. Laurens Middle School made progress in all areas of the strategic plan and appears to be on track to meet and exceed the goals that we set in the interest of providing excellence in education for our students.

Some staff development this year focused on the benefits of single-gender education. LMS laid the groundwork for implementation of single-gender classes in 6th grade classes for the 2006-07 school year. LMS participated in the South Carolina Reading Initiative (SCRI) as a part of our ongoing efforts in literacy improvement. The Connected Math series was introduced into math classrooms in an effort to challenge students to think and understand mathematics more comprehensively. Our Montessori program prospered in a year that saw it expand to six teachers and an enrollment of over one-third of our student body.

Our students continued to answer the call of service through giving. Efforts in fund-raising for a terminally ill elementary student and the March of Dimes were particularly noteworthy and speak volumes of the compassion and caring that LMS students have for those around them. Michelin Proving Grounds provided an effective partnership with us through math tutoring and support of an after-school science program that completed its second year. LMS students won many honors and awards in 2005-06 including a district winner in the Lt. Governor's writing contest and the state winner in the Picasso art project.

Thanks to the efforts of a fine group of teachers and staff, students, parents, and community members, LMS enjoyed a successful and productive year.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	102	72
Percent satisfied with learning environment	87.5%	81.2%	84.7%
Percent satisfied with social and physical environment	86.4%	81.2%	84.3%
Percent satisfied with school-home relations	66.7%	91.2%	72.2%

*Only students at the highest middle school grade level at this school and their parents were included.